Arizona Department of Education

October 2014

ESEA FOR LEAs

Cycle 4 On-site Monitoring

Monitoring Through ALEAT

- View and respond to questions regarding criteria monitored through ALEAT.
- Upload documentation into the file cabinet in the ALEAT system.
- LEA Administrators in ALEAT provide invitation codes for their LEA.

ALEAT Help Desk Tee Lambert
ESEA Monitoring Coordinator
Highly Effective Schools
(602) 542.4353
tee.lambert@azed.gov

Expectations for Federal Compliance

Although LEAs must be in compliance with the designated cycle monitoring for the current school year, the LEA is also expected to be in continuous compliance with all of the requirements outlined in each cycle.

The assigned cycle monitoring for the current academic year does not absolve the LEA from meeting and completing the requirements and responsibilities outlined under Elementary and Secondary Education Act of 1965.

Noncompliance may result in suspension of federal funding.

Cycle 4

What is it?

- On-Site Monitoring

What is monitored?

- All Items Under Cycle 1, 2, 3, 5, and 6
- Migrant Education Program (Separate Slide Presentation)
- Johnson-O'Malley
- LEA Continuous Improvement Plan
- Title I-A and Title II-A Fiscal Requirements

Who is responsible to monitor?

- ADE Title I Specialists, MEP Specialists, Gifted Specialists

C4-01: Statement of Assurance

Compliance Indicator

Affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance and uploaded the requested evidence.

2010 - 2011
ESEA Programmatic Monitoring

Cycle 4

Statement of Assurance

An LEA participating in the *Elementary and Secondary Education Act* is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.

Submission of the Cycle 4 Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.

Required evidence (if applicable) to be uploaded in the LEA ALEAT Filing Cabinet:

☐ Title I Paraprofessionals with Supervisors	☐ Procedures for Developing/Reviewing the LEA Continuous Improvement Plan
☐ 4 Week Letter	☐ Summary of Needs Assessment for LEA Continuous Improvement Plan
☐ Parents Right to Know Notice	☐ Private School Equitable Participation
☐ Teacher Vacancy List	☐ Procedures for Services to Private Schools
☐ Principal Attestation Forms	☐ List of Private Schools Within Boundaries
☐ Hiring Procedures for Teachers and Paraprofessionals	☐ Private School Consultation Summary
☐ Schoolwide Plan(s)	☐ Comparability Document Retention
☐ Schoolwide Principal Input Form	☐ Comparability Procedures
☐ Summary of Schoolwide Planning Meetings	☐ Comparability Reallocation Documents
☐ Targeted Assistance Principal Input Form	☐ Comparability Workbook
☐ Targeted Assistance Selection Criteria (Pk-2)	☐ Poverty Measure Used/Procedures to Determine Accuracy of Data
☐ Targeted Assistance Selection Criteria (3-12)	☐ Time and Effort Logs
☐ Targeted Assistance Title I Teacher Input Form	☐ Supplement/Supplant Procedures
☐ Targeted Assistance Title I Teacher List	☐ Title I Fiscal
☐ Public School Choice Options	☐ Title II Fiscal

ESEA Cycle 4 Monitoring 3/21/10

Upload this signed document into ALEAT

C4-01: Statement of Assurance

Check all the items that pertain to your LEA .

Enter the following information on Page 2:

- CTDS #
- LEA Name
- Date
- Authorized Signature
- E-Mail Address
- Phone Number

2010 - 2011
ESEA Programmatic Monitoring

Cycle 4

Statement of Assurance

An LEA participating in the *Elementary and Secondary Education Act* is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.

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☐ Parents Right to Know Notice	☐ Private School Equitable Participation
☐ Teacher Vacancy List	☐ Procedures for Services to Private Schools
☐ Principal Attestation Forms	☐ List of Private Schools Within Boundaries
☐ Hiring Procedures for Teachers and Paraprofessionals	☐ Private School Consultation Summary

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

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ESEA Cycle 4 Monitoring 3/21/10

Upload this Signed document into ALEAT

Title I-A Fiscal Requirements

- C4-02: Time and Effort Documentation
- C4-03: Poverty Measure
- C4-04: Poverty Data
- C4-05: Supplement not Supplant
- C4-06: Title I-A Expenditures
- C4-07: Title II-A Expenditures

C4-02 Time and Effort Documentation

Compliance Indicators:

All employees paid 100% out of any federally funded grant shall prepare a semi-annual certification. Charges for salaries and wages for employees who are expected to work solely on a single federal award or cost objective shall be documented by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semiannually and will be signed by the employee or supervisory official having first-hand knowledge of the work.

Documentation:

- *Time and Effort Documentation*

C4-02 Time and Effort Documentation

Compliance Indicators:

All employees partially paid out of one or more federal grants shall complete a monthly Personnel Activity Report (PAR) or monthly spreadsheet. The PAR will detail the number of hours and effort spent on any issues related to the grants and other funding sources. The PAR will be prepared at least monthly and will be signed by the employee or supervisory official having first-hand knowledge of the work.

Documentation:

- *Time and Effort Documentation*

C4-03: Poverty Measure

Compliance Indicator

The LEA uses the same measure of poverty to identify eligible school attendance areas, to determine the ranking of each area, and to determine allocations to each school area based on the number of children in poverty ages 5 through 17.

The LEA may use one or more of the following indicators:

- most recent census data
- the number of children eligible for free and reduced priced lunches
- under the Richard B. Russell National School Lunch Act
- the number of children in families receiving assistance under the state program funded under the Social Security Act
- the number of children eligible to receive medical assistance under Medicaid
- a composite of such indicators

Documentation:

- *Poverty Measure Used*

C4-04: Poverty Data

Compliance Indicator

The LEA shall ensure that the data used in determining the poverty levels for each of the schools is accurate.

Data

- Date information provided
- Income of family
- Determination status
- Student name
- Number of family members
- Signatures

Documentation:

- *Procedures for Determining Accuracy of Poverty Data*

C4-05: Supplement not Supplant

Compliance Indicator

Funds made available under this part shall be used to supplement, and not supplant, any other Federal, State, or local education funds. An LEA may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant--i.e., take the place of--funds from non- Federal sources.

Documentation:

- *Procedures Supplement/Supplant*
- *Time and Effort Documentation*

C4-05: Supplement not Supplant

Procedures must include the following:

- How an employee requests the purchase of personnel/supplies/services
- The individual responsible for reviewing requests for expenditures to verify the request is appropriate and have not been paid out of local district funds in the past
- The individual responsible for reviewing requests to ensure they are approved expenditures in the grant and there is enough funding to pay for such expenditures
- The individual responsible for ensuring purchased items are appropriate to paid out of the grant
- What is the method and remedy to make resource adjustments if the LEA has supplanted?

Guidelines for Supplement vs. Supplant

Supplement vs. Supplant

The following bullet points outline the procedures that the (school district) follows in making sure the expenditures of Federal Grant moneys are used to supplement the District's programs rather than supplant expenditures that have been paid by local District funds.

* Employee submits a request to expend monies from a federal grant to the Grant Administrator.
* Grant Administrator reviews the request and makes sure the money is being spent on approved expenditures as outlined in the approved Grant Application.
* Paperwork is submitted to the grant administrator's secretary who then enters the requisition into the accounting software. The secretary verifies there is sufficient money in the account to pay for the expenditure and double checks to verify that the expenditure is in line with the approved grant application.
* Assistant Superintendent for Business reviews the electronically submitted requisition, checks for budget capacity, and verifies that the expenditure is appropriate. He also verifies that the expenditures are for additional services or supplies that have not previously been paid for from local District funding sources. (The Assistant Superintendent for Business reviews ***all expenditures*** made by any employee from all schools district funds. He has access to all electronic information and can check for expenditures from any previous year.) The requisition is then turned into a P.O. and returned to the originating employee.
* The employee makes the purchase, returns a receipt, and signs the receiving report verifying that the items or services have been received. The information is given to the Accounts Payable clerk.
* Upon receipt of the invoice the Accounts Payable Clerk verifies the charges, processes the invoice for payment and sends the check to the vendor. The information is recorded on our financial system and adjustments are automatically made to the appropriate account code lines in the applicable Grant.
* The Accounting Specialist submits a cash management report to ADE on a regular basis and reviews the expenditures and status of the grant with the Grant Administrator. Once again expenditures that have been charged against the grant are reviewed and checked for appropriateness.

Supplement vs. Supplant August 2010

C4-05: Supplement not Supplant

When is Time and Effort Required?
Required when any part of an individual's salary is:
- charged to a federal program
- used as a match for a federal program

What type of reporting is needed?
- Single cost objective* -> semi-annual certification
- Multiple cost objective* -> monthly time reports

What is a "cost objective"?
- A particular set of work activities for which cost data is accumulated.
- For purposes of T&E reporting: Define cost objectives according to the set of work activities allowable under the terms and conditions of each funding source

Time and Effort Checklist

Federal Programs

Time and Effort Reporting

Why Does Time & Effort Continue to be an Audit Problem?
- Large % of Federal Education Funds Used for Staffing
- Staff Turnover
- Decentralized responsibilities
- Communication
- Complexity of applying requirements to variety of situations
- People don't like it

Where are the Requirements?
- Time and effort reporting is required under the Federal Office of Management and Budget's Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*
- *Attachment B, Selected Items of Cost, Item 11, Compensation for Personnel Services*

When is Time and Effort Required?
Time and effort reporting is required when any part of an individual's salary is:
- Charged to a federal program
- Used as match for a federal program

What type of reporting is needed?
- Single cost objective →Semi annual certification
- Multiple cost objectives →Monthly time reports or Personnel Activity Reports (PARs)

What is a "cost objective"?
- A particular set of work activities for which cost data is accumulated.
- For purposes of T&E reporting: Define cost objectives according to the set of work activities allowable under the terms and conditions of each funding source

What are some typical examples of single cost objectives?
- The set of work activities allowable under:
  - A single federal program (no set-asides / reserves)
  - Federal Special Education & State Special Education
  - A schoolwide program
  - A required set-aside / reserve in a federal program
  - A federal program & its state / local match

What are some typical examples of multiple cost objectives?
- The work activities of:
  - A federally-funded program & a state- & / or locally-funded program
  - A schoolwide program & a program not included in the schoolwide program

What is a semi annual certification?
- Signed document stating individual(s) worked solely on activities related to single cost objective
- Completed at least every six months
- Signed by employee or supervisor with first-hand knowledge of work performed

What is a monthly time report? (PAR)
- Accounts for total time / activity
- Prepared & signed at least monthly
- Signed by employee
- Reflects actual work performed (not budgeted)
- Consistent with supporting documentation

(over)

Time and Effort Checklist

C4-06: Title I-A Expenditures

Compliance Indicator

- The LEA's fiscal application and use of Title I funds align with the LEA Continuous Improvement Plan.
- Indicate if the LEA provides equitable Title I-A services to private schools (Charters are exempt from this).

Documentation:

- *Summary of Parental Involvement Set Aside Expenditures*

C4-06: Title I-A Expenditures

Compliance Indicator

- $500,000 or more in Title IA and funds combined: Reserve at least 1% of Title I and allocations for parental involvement activities?
- Provide evidence that 95% of the 1% reserved was distributed to participating schools.

Complete this chart if your LEA received Title I and allocations or $500,000 or more for the '09-'10 school year.

combined Title 1-A and ARRA funding

CTDS _____ LEA _____ Date _____

Directions: *Please complete this chart if your LEA received Title I and ARRA allocations totaling $500,000 or more for the 2009-10 school year. If so, the requirement is to set aside 1% for parent involvement activities. Use this chart to demonstrate the amount of your allocations; the required 1%, how much was distributed to Title I schools, how much was actually budgeted for parental involvement activities and how much was actually spent for parental involvement activities for the 2009-10 school year.*

Example:

'09-'10 Title I Allocation Example	ARRA Allocation Example	1% Set Aside (Use Combination of Title I and ARRA allocations)Example	Amount Distributed to Title I schools Example	Parent Involvement Budget Example	Actual Expenditures Example
$300,000.00	$200,000.00	$5,000.00 (1%)	$4,750.00 (95% of 1%)	$15,000.00	$10,000.00
'09-'10 Title I Allocation	ARRA Allocation	1% Set Aside (Use Combination of Title I and ARRA allocations)	Amount Distributed to Title I schools	Parent Involvement Budget	Actual Expenditures

Summary of Parent Involvement Set Aside - 2010

Upload in LEA File Cabinet in ALEAT

C4-06: Title I-A Expenditures

Complete this chart if your LEA received Title I allocations or $500,000 or more for the '09-'10 school year.

Enter the following information:
CTDS #
LEA Name
Date

Enter the following information from your Title I consolidated application Excel Spreadsheet:

- '09-'10 Allocation Total
- 1% Set Aside for Parent Involvement (Title I)
- Amount Distributed to Title I schools (95% of 1%)
- Parent Involvement Budget
- Actual Expenditures

combined Title 1-A and ARRA funding

CTDS _____ LEA _____ Date _____

Directions: *Please complete this chart if your LEA received Title I and ARRA allocations totaling $500,000 or more for the 2009-10 school year. If so, the requirement is to set aside 1% for parent involvement activities. Use this chart to demonstrate the amount of your allocations; the required 1%, how much was distributed to Title I schools, how much was actually budgeted for parental involvement activities and how much was actually spent for parental involvement activities for the 2009-10 school year.*

Example:

'09-'10 Title I Allocation Example	ARRA Allocation Example	1% Set Aside (Use Combination of Title I and ARRA allocations)Example	Amount Distributed to Title I schools Example	Parent Involvement Budget Example	Actual Expenditures Example
$300,000.00	$200,000.00	$5,000.00 (1%)	$4,750.00 (95% of 1%)	$15,000.00	$10,000.00
'09-'10 Title I Allocation	ARRA Allocation	1% Set Aside (Use Combination of Title I and ARRA allocations)	Amount Distributed to Title I schools	Parent Involvement Budget	Actual Expenditures

Summary of Parent Involvement Set Aside - 2010

Upload in LEA File Cabinet in ALEAT

C4-07: Title II-A Expenditures

Compliance Indicator

- The LEA ensures that Title II-A funds are used for the professional development needs of teachers (including teacher mentoring) and principals in order to close the achievement gap.
- The LEA uses Title II-A you can:
  - ✓ recruit and retain Highly Qualified teachers and principals;
  - ✓ build capacity for Highly Qualified teachers;
  - ✓ provide professional development for continuous school improvement;
  - ✓ provide equitable Title II-A services to private schools, if applicable.

Documentation:

- *[No documentation required]*

Homeless Education

C4-08: Homeless Education Policy

- *Homeless Education Policy*

C4-09: Homeless Education Liaison

- *HCY Public Notice of Locations*
- *Staff Training of Homeless – agenda/sign-in sheets*
- *HCY Reservation of Funds*

C4-10: Homeless Education Dispute Procedure

- *Homeless Education Dispute Process*

C4-08: Homeless Education Policy

Compliance Indicator

Policy must ensure the following:

- ✓ *Homeless students are not segregated or stigmatized;*
- ✓ *Immediately identified and enrolled;*
- ✓ *Receive transportation if needed to and from the school;*
- ✓ *Removes all barriers to the enrollment and retention of homeless students.*

Documentation:

- *Homeless Education Policy*

C4-09: Homeless Education Liaison

Compliance Indicator

- Identifies and enrolls students in school.
- Arranges for students to receive free educational services.
- Informs parents of educational and related opportunities and transportation services.
- Trains all staff of HCY policy and procedures (state requirement).

Location of public notice of the educational rights of HCY

Directions:
Complete the following information: list the kind of notice that was posted; where and when it was posted and by whom.

Type of Notice	Location	Date Posted	Who Posted

CTDS _____ LEA _____ Date _____

Homeless Liaison (print) _____ Signature _____

Location of Public Notice for HCY 2010

Upload in LEA File Cabinet in ALEAT

C4-09: Homeless Education Liaison

Enter the following information:
- Type of Notice
- Location
- Date Posted
- Who Posted the Information

Enter the following information:
- CTDS #
- LEA Name
- Date
- Homeless Liaison (print)
- Signature

Location of public notice of the educational rights of HCY

Directions:
Complete the following information: list the kind of notice that was posted; where and when it was posted and by whom.

Type of Notice	Location	Date Posted	Who Posted

CTDS _____ LEA _____ Date _____

Homeless Liaison (print) _____ Signature _____

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

C4-09: Homeless Education Liaison

Compliance Indicator

- ✓ LEA provides services for HCY including the following:
  - Free breakfast and lunch
  - Title I services
  - Referrals to local preschool programs for siblings
  - Referrals to medical, dental, and mental health providers
  - Transportation
  - Other services

Education of Homeless Children and Youth (HCY)
Reservation of Funds (Homeless Set-Aside)

CTDS _____ LEA _____ Date _____

Person Completing Form _____ Email address _____ Phone _____

Describe how the Title I/ARRA Homeless Set-Asides have been made available for use by the Homeless Education Liaison:

Below is a list of suggested uses of Title I, Part A/ ARRA homeless set-asides. Indicate by checking the box of each of the following items that were provided to McKinney-Vento Eligible Students. For each suggested use, indicate the approximate number of students that benefitted from that service.

To assist a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources. (eye glasses, dental services, birth certificate, immunization, etc.) **Number of Students that Benefitted:_____**

To provide educationally-related support services to children in shelters and other residential locations. **Number of Students that Benefitted:_____**

To support extended-day and summer activities. **Number of Students that Benefitted:_____**

To provide tutoring or supplemental instruction to students at risk of school failure. **Number of Students that Benefitted:_____**

To provide school supplies or supplies for special school projects (art, home economics, science, etc.) **Number of Students that Benefitted:_____**

To provide school uniforms or specialized clothing for participation in school activities. **Number of Students that Benefitted:_____**

To pay fees required for participation in school activities (field trips, snacks). **Number of Students that Benefitted:_____**

To meet basic needs of students experiencing homelessness (clothing, supplies, health services) so that they may participate more fully in school. **Number of Students that Benefitted:_____**

To support parent involvement activities to assist parents in homeless situations. **Number of Students that Benefitted:_____**

Continued on Next Page

C4-09: Homeless Education Liaison

Enter the following information:
CTDS #
LEA Name
Date
Person Completing the Form E-Mail Address
Phone Number

Describe how the Title I/ARRA Homeless Set-Asides have been made available for use by the Homeless Education Liaison. This should explain how funding set-aside for homeless students and related services are used.

Check the box of each item that were provided to McKinney-Vento students and indicate the approximate number of students who benefitted from that service.

Suggested uses continue on the second page.

Education of Homeless Children and Youth (HCY)
Reservation of Funds (Homeless Set-Aside)

CTDS _____ LEA _____ Date _____

Person Completing Form _____ Email address _____ Phone _____

Describe how the Title I/ARRA Homeless Set-Asides have been made available for use by the Homeless Education Liaison:

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

Scan the completed form and save as an e-copy to upload into ALEAT.

Number of Students that Benefitted:_____

To provide school uniforms or specialized clothing for participation in school activities. **Number of Students that Benefitted:_____**

To pay fees required for participation in school activities (field trips, snacks). **Number of Students that Benefitted:_____**

To meet basic needs of students experiencing homelessness (clothing, supplies, health services) so that they may participate more fully in school. **Number of Students that Benefitted:_____**

To support parent involvement activities to assist parents in homeless situations. **Number of Students that Benefitted:_____**

Continued on Next Page

C4-10: Homeless Education Dispute Procedure

Homeless Education Dispute Procedure

- ✓ HCY are enrolled in school of choice until dispute is settled.
- ✓ LEA delivers a decision in writing to the family of the HCY.
- ✓ The parents of the HCY are notified of their right to appeal to the state level.

ABC School
Education of Homeless Children and Youth
Dispute Resolution Process

This is intended to serve as a template for an LEA's Dispute Resolution Process. At the minimum, please modify the red text to accurately reflect the process for your specific LEA. You may delete this text box.

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act –

The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. *ABC School* will provide its share of the transportation to the school selected for the duration of the dispute resolution process.

The child, youth, parent, or guardian shall be referred to *ABC School's* Local Educational Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Local Educational Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.

The Local Educational Liaison shall work through the expedited dispute resolution process. For *ABC School*, that process involves:

A) Who – Who will the decision-makers be?

B) What – What will they do in order to come to a decision? Meet? Review what? Investigate?

C) When – What is the timeline? A decision will be made within how many days from learning of the dispute?

ABC School shall provide the parent, guardian, or homeless youth with:

1) a written explanation of the school's decision regarding school selection or enrollment; and

2) written forms so that, if dissatisfied with the school's decision, the parent, guardian or youth may appeal the decision to the state level.

(http://www.ade.az.gov/asd/homeless/disputeresolution.asp)

ADE 9/24/2010

C4-10: Homeless Education Dispute Procedure

You may use this document as a template for your Homeless Education Dispute Process.

Remember to enter your LEA's name wherever it says ABC School in the template.

Be sure to list the following involved in the process:

A. Who - Who will the decision- makers be?
B. What - What will they do in order to come to a decision?
C. When - What is the timeline? A decision will be made within how many days from learning of the dispute?

ABC School

Education of Homeless Children and Youth
Dispute Resolution Process

This is intended to serve as a template for an LEA's Dispute Resolution Process. At the minimum, please modify the red text to accurately reflect the process for your specific LEA. You may delete this text box.

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(http://www.ade.az.gov/asd/homeless/disputeresolution.asp)

ADE 9/24/2010

C4-11: Procedures for LEA Continuous Improvement

Compliance Indicator

The LEA has procedures in place to develop a plan that includes the following:

- ✓ Describes student needs
- ✓ Contains measurable academic and non-academic goals.
- ✓ Resources for meeting these goals
- ✓ Parent involvement requirements
- ✓ Support for instruction
- ✓ Highly qualified staff goals
- ✓ Professional development plans
- ✓ Safe, drug free, and conducive to learning goals
- ✓ Proficiency in English for ELLs goals
- ✓ High school graduation (attendance) goals
- ✓ Strategies to coordinate with other districts, schools, agencies and groups
- ✓ Accountability and assessment information

C4-11: Procedures for LEA Continuous Improvement

Compliance Indicator

- Do the procedures describe how the LEA, in consultation with teachers, principals, administrators, and parents, designs and develops the agency's plan?
- These procedures should include how and when the agency conducts a comprehensive needs assessment of:
  1. student data, which may include AIMS data, progress monitoring assessments, student work samples, attendance, discipline referrals, graduation rates, etc..;
  2. scientifically-based research/practices with similar populations;
  3. schools with regard to safe and drug-free environments conducive to learning;
  4. professional development needs of educators, which may include Highly Qualified Teacher Report, teacher working conditions survey, National Staff Development Council Professional Development Survey (SAI), teacher evaluations, walk-through observations, lesson plans, logs, etc..;
  5. parents in order to increase the effectiveness of parental involvement activities;
  6. schools with regard to ensuring that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

C4-11: Procedures for LEA Continuous Improvement

Compliance Indicator

- Do the procedures include when and how the LEA, in consultation with teachers, principals, administrator, and parents, incorporates identified needs into a plan (ALEAT) that includes SMART goals for:
  1. student learning goals based on analysis of data;
  2. educator professional development goals that align to student learning goals;
  3. professional development activities aligned with the National Staff Development Standards;
  4. activities to increase parental involvement in the decision making processes of the LEA to improve the educational quality of the agency's schools.

C4-11: Procedures for LEA Continuous Improvement

Compliance Indicator

- Do the procedures describe how the LEA, in consultation with teachers, principals, administrators, and parents, updates the plan, to include how and when the agency evaluates:
  1. progress toward stated goals;
  2. the impact of the job-embedded professional development models on student learning; and
  3. effectiveness of the parental involvement activities.

C4-11: Procedures for LEA Continuous Improvement

The LEA's Continuous Improvement Plan inside ALEAT should include SMART goals, strategies, and action steps for the following:

a) Academic Achievement in Reading
b) Academic Achievement in Math

Equitable Distribution of Teacher Effectiveness

Proficiency in English for ELL Students

Safe and Drug Free Schools Conducive to Learning

High School Graduation

Parent Involvement

Technology Literacy

All LEAs receiving Title I funding must complete the Continuous Improvement Plan inside ALEAT

C4-12: Participation of Children in Private Schools

Compliance Indicator

The LEA has procedures in place to ensure timely and meaningful consultation with appropriate private school officials in order to design services for eligible children that address their needs, and to ensure that teachers and families of the children participate, on an equitable basis, in services and activities including professional development and parental involvement.

Documentation:

- *Equitable Participation*
- *List of Private Schools Within Boundaries of LEA*
- *Private School Consultation Summary*
- *Procedures for Services to Private School Students*

C4-12: Participation of Children in Private Schools

Meetings with participating private schools must be documented and uploaded under C4-17.

Procedures should address the following:

- Data to be used to determine the number of low-income families in participating school attendance areas who attend private schools.
- How and when the LEA, in consultation with private schools, will make decisions about the delivery of services including assigning an HQ teacher for these services.
- How children"s needs will be identified
- What services will be offered
- How the LEA will provide professional development to Title I teachers
- How the services will be academically assessed and how the results will be used to improve services
- The proportion of funds to be allocated for services
- How the LEA will provide written analysis in case of a dispute

Sample Agenda for Consultation Meeting

Sample Agendas for Consultation Meetings Throughout the School Year

Agenda for early winter meetings (typically in December or January) in preparation for the next school year

1. Welcome and introduction.
2. Overview of Title I program.
3. Options for service providers: the LEA or a third-party.
4. Discussion on the collection of poverty data: What is available from private schools? Is the survey with extrapolation a possibility? Should the LEA consider proportionality?
5. Discussion on possible program designs: Should it be a pullout program or a before or after school program? Which grade levels and what academic subjects should the Title I program encompass? Do the private school officials have space in their schools for the LEA to provide Title I services?

Agenda for late winter or early spring meetings (typically in February or March)

1. Review of poverty data collected and the estimated amount of funds available for services. Decide if pooling option will be used.
2. Determination of the multiple, educationally related and objective criteria used to select eligible children who reside in Title I public school attendance areas.
3. Review of options for service providers.
4. Plan a program design workshop for private school principals and LEA instructional specialists.
5. Discuss how the Title I program will be evaluated: What standards and assessment will be used? What will be annual progress and what percentage of participants must meet that progress in order for the program to be effective.
6. Establish the date that Title I services will start.
7. Discuss the professional development needs of the private school teachers of Title I participants based on the most recent student assessment data
8. Discuss the needs of the parents of participants: How can parents better support their children's instruction?

Agenda for late spring meetings (typically in April or May)

1. Finalize the designs of the Title I programs—ensure materials have been ordered, LEA personnel who are providing Title I services are in place, and service start date is firm.
2. Finalize professional development programs and activities for private school teachers. Establish a calendar for the next year's activities.
3. Finalize parent involvement programs and activities for parents of participants. Establish a calendar for next year.
4. Review current year's assessment data for current year participants to determine if any adjustments to instruction should be made.
5. Provide affirmation forms for signature.

C4-12: Participation of Children in Private Schools

LEAs must design a program that permits equitable participation for private school students.

Describe the following:

- Assess, address, and evaluate the needs and progress of both groups of students, teachers, and families in the same manner,
- Provide approximately the same amount of training and, where appropriate, instruction to private school teachers with similar needs.
- Spend an equal amount of funds per student to serve public and private school children and teachers and families.
- Provide private school students and teachers with an opportunity to participate in activities equitable to the opportunity provided public school students, teachers and families.
- Offer services that are secular, neutral, and non-ideological.

Private School Equitable Participation Template

Describe how your LEA designed a program that permits equitable participation.

Equitable Participation	Description
Assess, address, and evaluate the needs and progress of both groups of students, teachers and families in the same manner.	
Provide approximately the same amount of training and, where appropriate, instruction to private school teachers with similar needs.	
Spend an equal amount of funds per student to serve public and private school children and teachers and families.	
Provide private school students and teachers with an opportunity to participate in activities equitable to the opportunity provided public school students, teachers and families.	
Offer services that are secular, neutral, and non-ideological.	

Title I-A School Parent Involvement

C4-13: LEA Parental Involvement

- Title I School Parent Involvement Policy/Plan

C4-14: Title I School Parental Involvement

- Title I Meeting Notice/Agenda
- Title I School Parental Involvement Policy/Plan and School Parent Compact

C4-13: LEA Parental Involvement

- Developed jointly with, agreed on with and distributed to parents.
- Incorporated the policy into the LEA Continuous Improvement Plan.
- Coordinates and integrates parental involvement strategies under Title I with other programs.
- Involves parents in the activities of the LEA and Title I schools.

C4-13: LEA Parental Involvement

Compliance Indicator

- Parents are involved in the development, implementation, support, and annual evaluation of the policy.
- The LEA Distributes a written version of the policy in an understandable, uniform format and in a language parents can understand.

Evaluation of Effectiveness of LEA Parental Involvement Policy

The statute specifies that an annual evaluation be conducted of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To carry out such an evaluation, the LEA, in conjunction with participating parents, could consider developing methods for--

1. comparing levels of parental participation prior to and following implementation of the newly required policy;
2. determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;
3. identifying barriers to greater participation by these groups;
4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.

C4-13: LEA Parental Involvement

LEAs must conduct an annual evaluation on the content and effectiveness of the parental involvement policy. This evaluation should be conducted in conjunction with participating parents.

Focused Questions
- Has there been increased parental participation?
- Are there barriers to greater participation by different parent subgroups?

Suggested Criteria for Evaluation
- Compare participation between, procedures, and policies for school improvement.
- Determine level of participation of subgroups.
- Identify barriers to greater participation.
- Assess the effectiveness of parental participation activities.

Evaluation of Effectiveness of LEA Parental Involvement Policy

The statute specifies that an annual evaluation be conducted of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To carry out such an evaluation, the LEA, in conjunction with participating parents, could consider developing methods for--

1. comparing levels of parental participation prior to and following implementation of the newly required policy;
2. determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;
3. identifying barriers to greater participation by these groups;
4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.

C4-13: LEA Parental Involvement

Part II. Description of How District Will Implement Required District Wide Parental Involvement Policy Components

List actions and activities for the following:

1. How the LEA involves parents in the joint development of the LEA parent involvement plan. (*Section 1112, ESEA*)
2. How the LEA involves parents in the process of school review and improvement (*Section 1116, ESEA*)
3. How the LEA provides the necessary coordination, technical assistance, and other support to Title I schools in planning and implementing effective parental involvement activities.
4. How the LEA will conduct with parents an annual evaluation of the content and effectiveness of the parent involvement policy in improving the quality of its Title I Schools.

Enter the name of the LEA wherever it indicates name of the school district.

Sample Template of Parent Involvement Policy

Appendix D: LEA Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. *[Section 1118(a)(2), ESEA.]* There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____name of school district_____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

Parental Involvement Guidance
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C4-13: LEA Parental Involvement

Part III. Discretionary District Wide Parental Involvement Policy Components

The District Wide Parental Involvement Policy may list and describe other discretionary activities LEA, in consultation with its parents, that build parents' capacity for involvement in the school and school system to support academic achievement.

Examples:

- involving parents in the development of training for staff to improve effectiveness
- providing necessary literacy training for parents
- training parents to enhance the involvement of other parents
- adopting and implementing model approaches to improving parental involvement
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement
- providing other support for parental involvement activities under *Section 1118* as parents may request.

Sample Template of Parent Involvement Policy

Appendix D: LEA Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

Part IV. Adoption
Sign, date, and distribute to all parents in a language they can understand.

relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. *[Section 1118(a)(2), ESEA.]* There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____name of school district_____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

Parental Involvement Guidance
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C4-13: LEA Parental Involvement

Six Types of Parental Involvement

- **Communicating** - Communication between home and school is regular, two-way and meaningful.
- **Parenting** - Helping families understand the growth and develop of their children
- **Learning at Home** - Parents play an integral role in assisting student learning.
- **Volunteering** - Parents are welcome in the school, and their support and assistance is sought.
- **Decision Making and Advocacy** - Parents are full partners in the decisions that affect children and families.
- **Collaborating with Community** - Community Resources are used to strengthen schools, families, and student learning.

Strategies for 6 Types of Parental Involvement

STRATEGIES FOR 6 TYPES OF PARENTAL INVOLVEMENT

- Communicating- communication between home and school is regular, two-way and meaningful.
- Parenting- Helping families understand the growth and develop of their children
- Learning at Home - Parents play an integral role in assisting student learning.
- Volunteering- Parents are welcome in the school, and their support and assistance is sought.
- Decision Making and Advocacy- Parents are full partners in the decisions that affect children and families.
- Collaborating with community- community Resources are used to strengthen schools, families, and student learning.

Strategy 1: *Communication between home and school is regular, two-way and meaningful*

Possible Action Steps to use:

1. A variety of communication tools will be used on a regular basis, in order to facilitate two-way interaction through each type of medium used i.e. newsletters, progress reports, e-mail, web news, etc.
2. Opportunities will be established for parents and educators to share partnering information such as students' strengths and learning styles and preferences, through the PTSO organization.
3. Report cards and regular progress reports will be mailed to parents. Support services and follow-up conferences will be scheduled as needed.
4. Information on school reforms, policies, discipline procedures, assessment tolls and school goals will be disseminated.
5. Conferences with parents will be scheduled at least twice a year, with follow-up as needed. These will be scheduled to accommodate the varied schedules of parents, language barriers, and the need for child care.
6. Immediate contact between parents and teachers will be encouraged when concerns arise.
7. Verbal or written translations will be conducted to the fullest extent possible for non-English speaking parents.
8. Communication with parents will be done regarding positive student behavior and achievement, not just regarding misbehavior or failure.
9. Opportunities will be provided for parents to communicate with the principal and other administrators.
10. Informal activities will be created at which parents, staff and community members can interact.
11. Staff development will be conducted regarding effective communication techniques and the importance of regular two-way communication

Use this guide when creating the action steps of the LEA Parent Involvement Policy.

C4-13: LEA Parental Involvement

LEAs must conduct an annual evaluation on the content and effectiveness of the parental involvement policy. This evaluation should be conducted in conjunction with participating parents.

Focused Questions

- Has there been increased parental participation?
- Are there barriers to greater participation by different parent subgroups?

Suggested Criteria for Evaluation

- Compare participation between, procedures, and policies for school improvement.
- Determine level of participation of subgroups.
- Identify barriers to greater participation.
- Assess the effectiveness of parental participation activities

Review this document under C4-24.

Evaluation of Effectiveness of LEA Parental Involvement Policy

The statute specifies that an annual evaluation be conducted of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To carry out such an evaluation, the LEA, in conjunction with participating parents, could consider developing methods for--

1. comparing levels of parental participation prior to and following implementation of the newly required policy;
2. determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;
3. identifying barriers to greater participation by these groups;
4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.

Evaluation of Effectiveness of LEA Parental Involvement Policy *August 2010*

C4-14: Title I Meeting Notice/Agenda

Compliance Indicator

- The Title I school must conduct an annual meeting with parents of children participating in Title I programs.
- Agenda must include the following:
  - ✓ information about Title I
  - ✓ requirements of Title I
  - ✓ rights of parents to be involved
  - ✓ curriculum
  - ✓ eligibility
  - ✓ academic assessments to measure student progress

Title I Annual Meeting Requirements

ANNUAL PARENT MEETING

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. (This is different from the Annual Review meeting, which is also a requirement). At this meeting, the following issues must be addressed:

- Explain their school's participation in Title I (whether they are schoolwide or targeted)
- Explain the Title I requirements (schoolwide or targeted, whichever is applicable)
- Explain what participation in Title I programming means, including:
  - A description and explanation of the school's curriculum;
  - Information on the forms of academic assessment used to measure student progress; and
- Information on the proficiency levels students are expected to meet.
- Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
- Explain the right of parents to become involved in the school's programs and ways to do so.
- Explain that parents have the right to request opportunities for regular meetings for
  - parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

In order to keep parents informed, schools must invite all parents of children participating in Title I Part A programs and encourage them to attend. In a schoolwide program, this means ALL parents should be invited; in a targeted assistance program, just those parents with children participating in Title I should be invited. Schools must also offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend.

You must be able to document this meeting with minutes, agendas, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Below are a few things to keep in mind regarding the Annual Parent Meeting:

- This can be an introduction to the Title I program, a workshop, a welcome night, etc.; the format is up to you. Preferably, this meeting occurs at the beginning or in the fall of the school year.
- This meeting, whatever form it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents about the program?
- Do you involve parents in the agenda? Do you try to get ideas from them on what this meeting should involve?

C4-14: Title I School Parental Involvement Policy/Plan and School Parent Compact

Compliance Indicator

Includes the following:

- a description of how the school developed the compact with parents;
- entire school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the standards;
- parent responsibility for supporting their child's learning;
- student responsibility (optional);
- process of on-going communication with teachers and parents to discuss compact relating to student achievement.

Sample Template of School Parent Compact

Appendix D: LEA Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. *[Section 1118(a)(2), ESEA.]* There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____name of school district_____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

Parental Involvement Guidance
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C4-14: Title I School Parental Involvement Policy/Plan and School Parent Compact

The compact is a written agreement between the teacher and parents. It is designed to be a shared tool for both parents and teachers to communicate and work together for the improvement of student's academic achievement.

This is a required component of the parent involvement policy/plan.

Items that must be included in the compact:

- ✓ how the school will provide high quality instruction
- ✓ the importance of communication between teachers and parents

School-parent compacts are most effective when teachers are able to explain to parents the academic expectations of their child, strategies used to achieve academic goals, specific learning asses or needs of the child, and how home and school can work together to assure overall success.

Sample Template of School Parent Compact

Appendix D: LEA Parental Involvement Policy

SAMPLE TEMPLATE*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

* * * * *

PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. *[Section 1118(a)(2), ESEA.]* There is no required format for those written expectations; however, this is a sample of what might be included.]

The _____name of school district_____ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

Parental Involvement Guidance
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C4-14: Title I School Parental Involvement Policy/Plan and School Parent Compact

Compliance Indicator

Includes the following:

- ✓ convene an annual public meeting;
- ✓ offer a flexible number of meetings;
- ✓ involve parents in an organized, ongoing and timely way;
- ✓ provide parents with timely information on topics such as curriculum, assessments etc., and opportunities for regular meetings (if requested);
- ✓ provide for the submittal of parent comments on school plans;
- ✓ show how parents were involved in the development and agreement of the plan;
- ✓ distribution in an understandable, uniform format and in a language the parent can understand.

Review this document under C1-09.

School Parent Involvement Policy/Plan

A school's written policy should describe specifically enough for parents and school system personnel to readily understand *how* each participating Part A school will do the following:

- *Convene an annual meeting* to inform parents of their school's participation in Part A, to explain Part A's requirements, and their right to be involved. In preparation for this meeting, efforts should be made to determine the most convenient time for parents of participating children to attend and to determine the most reliable method for ensuring that parents receive notice.
- *Offer a flexible number of meetings,* such as in the morning or evening, and provide, if necessary, with Part A funds transportation, child care, or home visits as these services relate to parental involvement.
- *Involve parents, in an organized, ongoing, and timely way,* in the planning, review, and improvement of Part A programs, including the school parental involvement policy and the joint development of the schoolwide program plan, if any. **If a school has in place a process for involving parents in the joint planning and design of its general education programs, the school may use that process as long as there is adequate representation of parents of participating children, and it conforms to, and is effective in implementing, the parental involvement requirements of Part A.**
- *Provide parents of participating children--*
  (a) **timely information** about Part A programs;

  (b) **school performance profiles** required under section 1116(a)(3), where the LEA must assess annually the progress of each participating school;

  (c) **their child's individual student assessment results,** including an interpretation of such results;

  (d) **a description and explanation of the curriculum** in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;

  (e) **opportunities for regular meetings** to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing this; and

  (f) **timely responses to the suggestions** made by parents that have been offered in meetings such as those described in (e) above; and
- **If the schoolwide program plan is not satisfactory to parents, the school will submit any parent comments on the plan when the school makes the plan available to the LEA.**

Title I School Parent Involvement Policy/Plan
Title I School-Parent Compact Checklist

The LEA ensures the following:

- All Title I Parent Involvement Policies
  - ✓ Developed with involvement of parents
  - ✓ Distributed to parents
  - ✓ Agreed upon by parents.
- Each Title I school held an annual meeting to explain the Title I program.
  - ✓ Notice of meeting and agenda
- Each Title I school involves parents in the planning, review, and improvement of Title I program and parental involvement activities.

C4-15: HQ Requirements for Title I Paraprofessionals

Compliance Indicator

- ✓ All Title I instructional paraprofessionals in Title I Schools are highly qualified at time of hire; and
- ✓ All Title I instructional paraprofessionals are working under the direct supervision of highly qualified teachers.

List of Title I Paraprofessionals with Supervising Teacher

Title I Paraprofessionals with Supervising Teacher

CTDS# LEA 2010-2011

Name of Title I Paraprofessional paid with Title I Funds	Met Highly Qualified requirements: Earned a high school diploma or its recognized equivalent; and	Supervising Teacher	School Site/Subject(s)	Schedule of Sessions

C4-15: HQ Requirements for Title I Paraprofessionals

Enter the following information:
- CTDS #
- LEA Name

Enter the following information:
- Name of Title I Paraprofessional(s) Paid with Title I Funds
- Met HQ Requirements
- Supervising Teacher
- School Site/Subject
- Schedule of Sessions

List of Title I Paraprofessionals with Supervising Teacher

Title I Paraprofessionals with Supervising Teacher

CTDS# LEA 2010-2011

Name of Title I Paraprofessional paid with Title I Funds	Met Highly Qualified requirements: Earned a high school diploma or its recognized equivalent; and	Supervising Teacher	School Site/Subject(s)	Schedule of Sessions

C4-17: HQ Procedures for Teachers and Parapros

Compliance Indicator

- Are all core academic teachers highly qualified at time of hire or transfer?
- For teachers who are not highly qualified in the core content area in a Title I school, has the principal sent notification letters to the parents of the students taught by the non-highly qualified teachers?
- For a substitute teacher in a vacant teaching position, has the LEA continued to seek a highly qualified teacher for the position?
- Has the LEA made provisions for replacing the substitute teacher in a vacant position with a highly qualified teacher within the 120 days?

Documentation:

- *4 Week Letter*
- *Hiring Procedures for Teachers and Paraprofessionals*
- *Parents Right to Know*
- *Principal's Verification*
- *Title I Teacher List*

C4-17: HQ Procedures for Teachers and Parapros

Compliance Indicator

Procedures must describe how the LEA ensures the following:

- ✓ *core academic teachers are highly qualified at time of hire or transfer;*
- ✓ *core academic teachers are working towards becoming effective teachers as well as highly qualified teachers;*
- ✓ *teacher and paraprofessional attestations, and Principal Verification are completed during the first four weeks of school, maintained at the school site or main office of the LEA and are available to the general public upon request;*
- ✓ *all parents of students in Title I Schools are notified of "Parent's Right to Know" regarding the qualifications of teachers and paraprofessionals in their child's classroom;*
- ✓ *parents of all students in classrooms of core academic teachers who are not highly qualified receive notification after four (4) weeks that their child's teacher is not highly qualified;*
- ✓ *poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (Equity).*

C4-17: HQ Procedures for Teachers and Parapros

The principal of an LEA must send notification to the parents of the students taught by teachers who are not highly qualified in the core content area of a Title I School.

Every LEA must submit a copy of the 4 Week Letter on school letterhead into ALEAT regardless whether they needed to send a latter to parents this current academic year

Enter the following information:

- Date (within the first 4 weeks of the first day of school)
- School Name
- Address
- City, State, Zip Code
- Name of non–HQ teacher
- Principal's Name or Head of Human Resources Department

Sample Template of the 4 Week Letter

(Date)

(School Name)
(Address)
(City, State, Zip)

Dear Parents:

Under the Federal No Child Left Behind (NCLB) ACT of 2001, Title I schools are required to provide parent notification when a teacher does not meet the requirements of a highly qualified professional as outlined in NCLB legislation.

We value (Teacher's Name) as a faculty member at (School Name). Although (Teacher's Name) is certified to teach in the State of Arizona, he/she does not meet the criteria for being highly qualified according to the NCLB guidelines. (Teacher's Name) has been a successful teacher at (Name of School) and we are happy to have her/him be a part of our staff. Although (Name of Teacher) does not currently meet the highly qualified criteria, (he/she) will be completing the necessary highly qualified requirements as soon as possible. Thank you.

Sincerely,

Human Resources Department
(Name of School)

Complete and submit this item on school letterhead under C4-26.

C4-17: HQ Procedures for Teachers and Parapros

LEAs must notify parents of students attending Title I schools that parents may request to review the professional qualifications of their student's teacher.

The information provided must include the following:

- if the teacher meets state qualifications/licensure requirements
- if the teacher is teaching under an emergency teaching certificate
- if the teacher has a baccalaureate degree
- if the child receives services from a paraprofessional
- the qualifications of the paraprofessional

Notification may be either via letter and/or included in the parent/student handbook or on the school's web page.

Criteria of the Parents Right to Know Policy

SAMPLE

Parents Right to Know
Title I School-wide and Title I Targeted Assistance Programs

LEAs must notify parents of students attending Title I School-wide and Title I Targeted Assistance Programs that parents may request information on the professional qualifications of the student's teacher. The information must state if

- the teacher meets State Qualifications/licensure requirements,
- the teacher is teaching under an Emergency Teaching Certificate,
- the teacher has a baccalaureate degree,
- the child receives services from a paraprofessional and
- the qualifications of the paraprofessional.

Upload the LEA"s notification of the Parents Right to Know Policy on school letterhead under this item in ALEAT.

C4-17: HQ Procedures for Teachers and Parapros

To be completed by the principal within the first 4 weeks of school.

- District
- School
- Principal Name (Printed)
- Start Date of School
- 4 Week Deadline for Completion

The principal must sign and date the document.

Copy of the Principal's Verification

2010-2011
Principal's Verification of Highly Qualified Compliance
Pursuant to requirements mandated by P.L. 107-110 No Child Left Behind Legislation

To be completed by the principal within the first 4 weeks of school:

District:	
School:	
Principal Name (Printed):	
Start Date of School:	
4 Week Deadline for Completion:	

I have reviewed the Highly Qualified Attestations, and relevant supporting documentation for all *core academic teachers and the qualifications of all instructional paraprofessionals on my staff and verify that all documents are accurate and complete.

Signature of Principal _____ *Date* _____

*Highly Qualified Core Academic Subject Areas

Economics
Elementary Education
English
Foreign Language
Geography
History
Mathematics
Middle Grades General Science
Middle Grades Language Arts/Reading
Middle Grades Mathematics
Middle Grades Social Studies
Music
Political Science/Government
Science (including Biology, Chemistry, Earth Science, General Science, Integrated Science, Physical Science and Physics)
Visual Art

Retain one copy of this form in the school office along with signed,

Upload the signed copy under this item in ALEAT.

C4-18: Schoolwide Plan Development

Compliance Indicator

Every schoolwide school has a plan that includes all of the following required components:

- ✓ a comprehensive needs assessment for the entire school;
- ✓ effective methods and strategies that are based on SBR that strengthen the core academic program in the school;
- ✓ high quality and on-going professional development for teachers, principals, and paraprofessionals;
- ✓ instruction provided by HQ teachers and paraprofessionals;
- ✓ strategies to address the needs of all children but particularly the needs of low-achieving children and those at risk of not meeting the state standards;
- ✓ strategies to address how needs will be met;
- ✓ strategies to attract HQ staff;
- ✓ strategies to increase and retain parental involvement;

(continued on the next slide)

C4-18: Schoolwide Plan Development

Compliance Indicator

Every schoolwide school has a plan that includes all of the following required components:

- ✓ plans for assisting preschool children in the transition from early childhood programs to LEA run programs;
- ✓ measures to include teachers in the decisions regarding the use of academic assessment in order to improve the academic achievement of students;
- ✓ activities, provided in an effective and timely manner, to students who are experiencing difficulty mastering the state standards;
- ✓ coordination and integration of federal, state, and local services and programs.

Documentation:

- *Schoolwide Plan in ALEAT*
- *Schoolwide Principal Input Form*
- *Schoolwide Para Input Form*
- *Schoolwide Teacher Input Form*

C4-18: Schoolwide Plan Development

The principal of the LEA must complete the input form as part of the ESEA Compliance Monitoring On-Site Visit, describing the school's Title I Schoolwide Program.

Complete all questions in the following sections:

- Title I Program
- Qualifications for Teachers and Paraprofessionals
- Professional Development
- Parental Involvement
- Program Evaluation

This is the Schoolwide Program – Title I Principal Input.

Schoolwide Program - Title I Principal Input

As part of the NCLB Compliance Monitoring On-Site Visit, you are being asked to complete the attached form on-line. Please describe your school's Title I schoolwide program to the best of your ability. Once you have completed this form, forward it to your LEA's Title I Coordinator to be uploaded into the ALEAT file cabinet. The ADE specialist assigned to your LEA will review your responses and may visit your school during the on-site visit. Thank you for completing the ADE's Title I Principal Input form.

The following is a list of acronyms you may find in this document.

ADE	Arizona Department of Education	**LEP**	Limited English Proficiency
ALEAT	Arizona's Local Educational Agency Tracker	**N&D**	Neglected or Delinquent
FTE	Full time equivalent	**NCLB**	No Child Left Behind
HQ	Highly qualified or high quality	**SBR**	Scientifically Based Research
LEA	Local Educational Agency	**ITP**	Individual Teacher Plan

Upload this form under this under C4-31.

C4-19: Targeted Assistance Programs

Compliance Indicator

- ✓ In all schools identified as TA schools, an LEA must use Title I-A funds for supplemental programs that provide services to eligible Title I students identified as having the greatest need for special assistance to meet the Arizona Academic Standards.
- ✓ The LEA ensures that all eligible populations are considered for Title I services including students participating in Head Start, Even Start, Early Reading 1st or Title I preschool programs, economically disadvantaged children, children with disabilities, English Language Learners (ELL), homeless, N&D and migrant students, students who are not at grade level, and children who are not older than 21.

Documentation:

- *Targeted Assistance Principal Input Form*
- *Targeted Assistance Program Evaluation*
- *Targeted Assistance Selection Criteria (3-12)*
- *Targeted Assistance Selection Criteria (PK-2)*
- *Targeted Assistance Teacher Input Form*

C4-19: Targeted Assistance Programs

The principal of the LEA must complete the input form as part of the ESEA Compliance Monitoring On-Site Visit, describing the school's Title I Targeted Assistance Program.

Complete all questions in the following sections:

- Title I Program
- Qualifications for Teachers and Paraprofessionals
- Professional Development
- Parental Involvement
- Program Evaluation

This is a the Targeted Assistance Program – Title I Principal Input.

Targeted Assistance Program - Title I Principal Input

As part of the NCLB Compliance Monitoring On-Site Visit, you are being asked to complete the attached form on-line. Please describe your school's Title I Targeted Assistance program to the best of your ability. Once you have completed this form, forward it to your LEA's Title I Coordinator to be uploaded into the ALEAT file cabinet. The ADE specialist assigned to your LEA will review your responses and may visit your school during the on-site visit. Thank you for completing the ADE's Title I Principal Input form.

The following is a list of acronyms you may find in this document.

ADE	Arizona Department of Education	**LEP**	Limited English Proficiency
ALEAT	Arizona's Local Educational Agency Tracker	**N&D**	Neglected or Delinquent
FTE	Full time equivalent	**NCLB**	No Child Left Behind
HQ	Highly qualified or high quality	**SBR**	Scientifically Based Research
LEA	Local Educational Agency	**ITP**	Individual Teacher Plan

Upload this form under C4-32.

C4-19: Targeted Assistance Programs

Compliance Indicator

- The LEA serves eligible children from preschool through Grade 2 who are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic standards.
- Procedures describe the following:
  - ✓ How students are identified on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures;
  - ✓ What measure are used;
  - ✓ How students are rank-ordered to determine which students are in need of academic intervention.

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	• Appropriate developmental measures • Diagnostic tests • Teacher judgment • Parental input

3-12	• Multiple academic measures
	  ○ Standardized achievement tests
	  ○ Diagnostic tests
	  ○ Previous report card grades
	  ○ Informal reading interventions
	  ○ Performance reports
	  ○ Previous intervention/inclusion
	• Teacher judgment
	• Parental input

Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

C4-19: Targeted Assistance Programs

Compliance Indicator

- The LEA serves eligible children from grades 3 through 12 who are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic standards.
- Procedures describe the following:
  - ✓ How students are identified in Grades 3-12 on the bases of multiple, educationally related objective criteria;
  - ✓ What measure are used;
  - ✓ How students are rank-ordered to determine which students are in need of academic intervention.

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	• Appropriate developmental measures • Diagnostic tests • Teacher judgment • Parental input

3-12	• Multiple academic measures
	  ○ Standardized achievement tests
	  ○ Diagnostic tests
	  ○ Previous report card grades
	  ○ Informal reading interventions
	  ○ Performance reports
	  ○ Previous intervention/inclusion
	• Teacher judgment
	• Parental input

Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

C4-19: Targeted Assistance Programs

C2-06: Targeted Assistance Rank Order Criteria for Grades PK-2

- Appropriate developmental measures
- Diagnostic tests (e.g. DIBELS)
- Teacher Judgment
- Parental Input - Parents should be consulted for inclusion in the program.

A determination of achievement should be established for the student to exit the TA program.

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	• Appropriate developmental measures • Diagnostic tests • Teacher judgment • Parental input

3-12	• Multiple academic measures
	  ○ Standardized achievement tests
	  ○ Diagnostic tests
	  ○ Previous report card grades
	  ○ Informal reading interventions
	  ○ Performance reports
	  ○ Previous intervention/inclusion
	• Teacher judgment
	• Parental input

Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

C4-19: Targeted Assistance Programs

Targeted Assistance Rank Order Criteria for Grades 3-12

- Multiple Academic Measures
  - Standardized Achievement Tests
  - Diagnostic Tests
  - Previous Report Card Grades
  - Informal Reading Interventions
  - Performance Reports
  - Previous Intervention/Inclusion
- Teacher Judgment
- Parental Input - Parents should be consulted for inclusion in the program

In writing the criteria, determine the cut-off score that determines eligibility and demonstrates achievement.

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection

The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	• Appropriate developmental measures • Diagnostic tests • Teacher judgment • Parental input

3-12	• Multiple academic measures
	  ○ Standardized achievement tests
	  ○ Diagnostic tests
	  ○ Previous report card grades
	  ○ Informal reading interventions
	  ○ Performance reports
	  ○ Previous intervention/inclusion
	• Teacher judgment
	• Parental input

Criteria for PK-2

- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12

- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

C4-19: Targeted Assistance Programs

How to Determine Eligibility

Primary Criteria

- Serves as the "driver" in determining who qualifies for Title I Targeted Assistance Services. It is the primary tool for ranking and provides the data on which the LEA bases its decision.

Secondary Criteria

- The other academic measures used to determine and support whether a student qualifies for TA interventions.

Talking Points

Qualitative data such as teacher input, parent requests, or whether the student is on track for grade progression or graduation.

ESEA for LEAs

CREATING THE CRITERIA

How to Determine Eligibility
When determining eligibility, break down the criteria into three categories:

Primary Criteria
This serves as the "driver" in determining who qualifies for Title I targeted assistance services. It is the primary tool for ranking and provides the data on which the LEA bases their decision.

For example, for Grades 3-12, the primary criteria may be a standardized test such as performance on the AIMS reading test. However, if using a standardized test, use the numeric score the student received. For example, if using the AIMS Reading exam, do not rank students by their designation of falls far below (ffb), approaches (a), meets (m), or exceeds (e).

Use one measure that equalizes all students to create the list. Averaging the scores will not give an accurate measure of need. Determine the cut score that allows the student to participate and demonstrate achievement.

An LEA may even designate a specific standard of performance on an assessment such as reading comprehension or vocabulary as the determiner.

Secondary Criteria / Talking Points
These are the other criteria the LEA has identified through their needs assessment as factors influencing student achievement.

Secondary criteria are the other academic measures used to determine whether a student qualifies for targeted assistance interventions. While the primary criteria drive the decision regarding who receives academic interventions, secondary criteria are used to support the decision.

Talking points are the third form of support that determines whether a student qualifies for academic intervention through Title I. This data usually consists of qualitative data such as teacher input and parent requests or whether the student is on track for grade progression or graduation.

An LEA may target a specific component of an assessment rather than the aggregate score as an academic measure.

For example, use the Reading Comprehension score on the AIMS rather than the composite test score.

C4-19: Targeted Assistance Programs

Targeted Assistance Program PK-2
List the rank order criteria for Grades PK-2 starting with the primary criteria and followed by the secondary criteria and talking points.

Targeted Assistance Program 3-12
List the rank order criteria for Grades 3-12 starting with the primary criteria and followed by the secondary criteria and talking points.

You may use this template for defining your criteria for rank ordering eligible students.

For **Grades PK-2**, upload this form under item C4-24. For **Grades 3-12**, upload this form under item C4-25.

ESEA for LEAs

School Criteria

Determine how will you decide who receives Title I services for the grade levels you serve?
Remember, the criteria for K-2 differs for grades 3-12.

"Students in Grades K-2 eligible for Title I Services are those who...

1.
2.
3.
4.
5.

"Students in Grades 3-12 eligible for Title I Services are those who...

1.
2.
3.
4.
5.

Student Selection Criteria for Targeted Assistance Program – August 2010 Page 1

C4-19: Targeted Assistance Programs

A Title I teacher conducting or supervising a paraprofessional in a Title I program of the LEA must complete the input form as part of the ESEA Compliance Monitoring On-Site Visit, describing the school's Title I Targeted Assistance Program.

Complete all questions in the following sections:

- Title I Program
- Qualifications for Teachers and Paraprofessionals
- Professional Development
- Parental Involvement
- Program Evaluation

This is a the Targeted Assistance Program – Title I Teacher Input. It is an 8 page Microsoft Word document inside ALEAT.

Targeted Assistance Program - Title I Teacher Input

As part of the NCLB Compliance Monitoring On-Site Visit, you are being asked to complete the attached form. If you are a Title I teacher conducting or supervising a paraprofessional in a Title I program please describe your school's Title I Targeted Assistance program to the best of your ability. Once you have completed this form, forward it to your LEA's Title I Coordinator to be uploaded into the ALEAT file cabinet. The ADE specialist assigned to your LEA will review your responses and may visit your classroom during the on-site visit. Thank you for completing the ADE's Title I Teacher Input form.

The following is a list of acronyms you may find in this document.

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ALEAT	Arizona's Local Educational Agency Tracker	**N&D**	Neglected or Delinquent
FTE	Full time equivalent	**NCLB**	No Child Left Behind
HQ	Highly qualified or high quality	**SBR**	Scientifically Based Research
LEA	Local Educational Agency		

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Upload this form under C4-32.

C4-20: Private Schools and Migrant Children

An agency receiving Title I Part C funds, after timely and meaningful consultation with private school officials, shall provide special educational services or other benefits under this subpart on an equitable basis to eligible migrant children.

C4-21: MEP Needs Assessment

Compliance Indicator

The LEA conducted a comprehensive needs assessment in order to identify and address the special needs of migrant children in accordance with the state comprehensive needs assessment (CNA) and service delivery plan that included the following:

- ✓ Summary of student academic achievement data including a comparison of MEP student Data-PFS to non-PSF, MEP to non-MEP peers, and % of students who were tested, data regarding graduation and mobility rate;
- ✓ Survey, which includes a blank copy of the survey, that is administered to MEP Stakeholders and a summary of the results of the surveys (including the number distributed and the number collected).

Documentation:

- *These items will be reviewed on-site*

C4-22: MEP Service Delivery Plan

Compliance Indicator

The LEA has a complete Service Delivery Plan that addresses the following priorities:

- Priority 1: MEP students will attain proficiency in Reading/Language Arts standards as measured by the State Assessment;
- Priority 2: MEP students will attain proficiency in Math standards as measured by the State Assessment;
- Priority 3: MEP students will attain English proficiency as measured by the Arizona English Language Learner Assessment (AZELLA);
- Priority 4: All Arizona migrant preschool children will be adequately prepared for entering kindergarten;
- Priority 5: All Arizona migrant high school students will graduate from high school; and
- Priority 6: All LEAs and/or schools will increase effective parent and family involvement.

Documentation:

- *MEP Service Delivery Plan*
- *Strategies and action steps incorporated into the LEA CIP that address the MEP and PFS students*

C4-22: MEP Service Delivery Plan

Compliance Indicator

The LEA has written procedures to determine which MEP children are most at risk for failure.

The procedures include academic indicators for determining PFS.

The procedures include how Continuation of Service is determined and how documentation of the absence of comparable services is determined, if applicable.

Documentation:

- *MEP Service Delivery Plan*
- *Strategies and action steps incorporated into the LEA CIP that address the MEP and PFS students*

C4-23: MEP Coordination of Services

Compliance Indicator

The LEA has an MEP Service Delivery Plan that indicates how the LEA maintains documentation of coordination, inter-coordination, and intra-coordination as it applies to supplemental services and program.

If applicable, there is documentation of the absence of comparable services.

Documentation:

- *List of services coordinated by LEA with MEP (Ex: private, non-profit, social community, and other governmental agencies.)*
- *Documentation of agreements for coordination of services (Ex: purchase orders, contracts, etc.)*
- *Documentation of referrals (Ex: emails, phone logs, referral notification letters, etc.)*
- *Documentation (including dates, signatures, and services/referrals) of services received.*

C4-24: MEP Parental Advisory Council

Compliance Indicator

There is evidence of a functioning local migrant MPAC.

The evidence shows that the required consultation has occurred.

The LEA maintains documentation to show that parents were advised on the following topics:

1. Design and implementation of the MEP
2. Federal MEP laws and regulations
3. Current MEP Application
4. Any reports resulting from a Federal/State audit, monitoring, or evaluation of the LEAs MEP
5. Student MEP data

The evidence shows that all migrant education programs of one school year in duration were carried out in a format and language that the parents could understand.

Documentation:

- *public meetings for MPAC*

C4-24: MEP Parental Advisory Council

Compliance Indicator

The LEA has written procedures for the following items:

1. Validating and verifying all information on the COE;
2. Validating and verifying all codes entered into the COE-star data collection system;
3. Record transfers (Sending and receiving);
4. Resolving discrepancies in data;
5. Testing of the written procedures.

Documentation:

- *1. Written procedures for validating and verifying all information on the COE;*
- *2. Written procedures for validating and verifying all codes entered into the COEStar data collection system;*
- *3. Written procedures for the transferring of migrant student record (sending and receiving);*
- *4. Written procedures for resolving data discrepancies.*